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Language and Culture Nine-year Program

Classroom Assessment Materials

Grade 5

2009

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Classroom Assessment Materials

Grade 5

Chinese Language and Culture

Purpose

This document is designed to provide assessment materials for specific Grade 5 outcomes in the Chinese Language and Culture Nine-year Program, Grades 4–5–6. The assessment materials are designed for the beginner level in the context of teaching for communicative competence.

Grade 5 learning outcomes from the Chinese Language and Culture Nine-year Program, Grades 4–5–6 provided the basis for the development of the performance tasks and accompanying evaluation tools in this document. These assessment materials are intended to be closely linked to classroom practices and are aligned to the general and specific outcomes for Grade 5.

About the Assessment Materials

The assessment materials included in this document consist of performance tasks that are accompanied by a variety of evaluation tools that teachers can use to gather evidence and information about student progress and achievement.

These assessment materials focus on the specific Grade 5 outcomes from the *Applications* and *Global Citizenship* components in the Chinese Language and Culture Nine-year Program, Grades 4–5–6. These specific outcomes are identified as Principal Outcomes in each of the performance tasks. Specific outcomes from the *Language Competence* and *Strategies* components that support the Principal Outcomes, and are addressed in the performance tasks, are listed as Supporting Outcomes.

Assessment for Learning and Assessment of Learning

The purposes of assessment can be divided into two categories: **assessment for learning** and **assessment of learning**.

Assessment for learning, also referred to as formative assessment, is characterized by the ongoing exchange of information about learning between teacher and student and between student and student. It provides information about student progress, allowing the teacher to make adjustments to best meet the learning needs of an individual student or an entire class. Assessment for learning involves specific, descriptive feedback but is **not** included in a performance grade. Assessment for learning promotes students' understanding of how they are doing in relation to learning outcomes and competence in setting personal learning goals. If students are to become competent users of assessment information, they need to be included in the assessment process.

Assessment of learning, also referred to as summative assessment, checks what a student has learned at a given point in time. It most often occurs at the end of a period of instruction; e.g., a unit or term. Assessment of learning information is designed to be summarized in a performance grade and shared with students, parents and others outside the classroom who have a right to know.

Teachers make professional decisions to determine which type of assessment strategy is most appropriate at any given time during the instructional cycle.

How and When to Use the Assessment Materials

- Performance tasks and their accompanying evaluation tools in this document are ordered according to the *Applications* and *Global Citizenship* outcomes they address. They are not intended to be followed in sequential order.
- Teachers may use the assessment materials at any point during the school year to gather information about how well students perform in relation to specific outcomes from the program of studies.
- Teachers can choose which of the evaluation tools they will use with their students. It is not intended that teachers use all evaluation tools included in this document.
- The assessment materials are designed to be used for the purposes of assessment *for* learning (formative).
- Performance tasks and their accompanying evaluation tools should be adapted according to the language abilities, needs and interests of students.
- It is expected that teachers will use the information they collect in assessments to provide students with ongoing feedback, set learning goals and determine areas for further instruction and intervention.
- Teachers are encouraged to provide Hanyu pinyin symbols, along with the Chinese characters, to support students' learning of pronunciation.

Assessment of the Strategies Outcomes

As students progress through the year, they should develop an awareness of a range of strategies and begin to apply them to assist their learning of the target language. As students engage in the performance tasks, it is recommended that teachers note students' emerging awareness of *language learning* and *language use* strategies to assist their comprehension and enhance communication.

The performance tasks in this document provide students with experiences that encourage them to use a variety of strategies; e.g., using gestures to aid comprehension, asking for clarification and working with others to complete a task. Strategies that help students complete the performance tasks are listed in the Supporting Outcomes section of each performance task description.

Students' use of strategies can be evaluated by students through self-assessment and by teachers as they observe and conference with students.

Principles of Effective Classroom Assessment

- **Assessment is ongoing**

Assessment is a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing student assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance. The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning.

- **Assessment employs a variety of strategies**

"The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts."¹ When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria are clearly communicated**

Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their learning and tell others about their progress.

- **Assessment involves students**

Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

- **Assessment demonstrates sensitivity to individual differences**

Assessment impacts student motivation and self-esteem and, therefore, needs to be sensitive to how individual students learn. Assessment focuses on a student's progress and growth in relation to specific outcomes. Information is shared with students and parents to compare a student's performance with his or her previous performances. This involves ongoing specific and descriptive feedback, i.e., verbal or written, that highlights student strengths and suggests goals for improvement.

In summary, effective classroom assessment:

- addresses specific outcomes in the program of studies
- shares intended specific outcomes with students prior to instruction
- assesses before, during and after instruction
- employs a variety of assessment strategies and evaluation tools to indicate student achievement
- grounds assessment within contexts that are meaningful to students
- shares criteria with students before assessment activity begins
- provides frequent and descriptive specific feedback to students
- facilitates students' communication with others who have a right to know about their progress and achievement
- ensures students can describe what comes next in their learning.

1. Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 2005), p. 18.

The following chart² clarifies the differences between assessment of learning and assessment for learning.

Assessment for Learning (formative assessment)	Assessment of Learning (summative assessment)
Checks learning to decide what to do next, then provides suggestions of what to do; teaching and learning are indistinguishable from assessment	Checks what has been learned to date
Is designed to help educators and students improve learning	Is designed for the information of those not directly involved in daily learning and teaching (e.g., school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students
Is used continually to provide descriptive feedback	Is presented in a periodic report
Usually uses detailed, specific and descriptive feedback, in a formal or informal report	Usually compiles data into a single number, score or mark as a formal report
Is not reported as part of an achievement grade	Is reported as part of an achievement grade
Usually focuses on improvement, compared with the student's previous best	Usually compares the student's learning with other students' learning, e.g., norm-referenced—making learning highly competitive, or the standard for a grade level; e.g., criterion-referenced—making learning more collaborative and individually focused
Must involve the student	Does not always involve the student

2. Adapted from Ruth Sutton, unpublished document, 2001, in Alberta Assessment Consortium, *Refocus: Looking at Assessment for Learning* (Edmonton, AB: Alberta Assessment Consortium, 2003), p. 4.

我的课程表 / My School Timetable

Student's Performance Task Description

To help you and your classmates get organized, your teacher has asked you to write your own school timetable, in Chinese, to keep in your notebook or locker.

Principal Outcomes

- | | |
|---|--|
| <i>A-5 To extend their knowledge of the world</i> | <input type="checkbox"/> A-5.2 gather and organize information
a. sequence items in different ways |
|---|--|

Supporting Outcomes

- | | |
|---|--|
| <i>LC-1 Attend to form</i> | <input type="checkbox"/> LC-1.2 orthography
a. copy familiar words, phrases and sentences

<input type="checkbox"/> LC-1.3 lexicon
a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields |
| <i>LC-5 Apply knowledge of how discourse is organized, structured and sequenced</i> | <input type="checkbox"/> LC-5.1 cohesion/coherence
a. sequence events of a simple story |
| <i>S-3 General learning</i> | <input type="checkbox"/> S-3.1 cognitive
a. use a variety of simple cognitive strategies, with guidance, to enhance general learning; e.g., use charts to make information easier to understand and remember |

Materials

- Blank paper to create school schedules
- Available vocabulary regarding times, days of the week, school subjects and words to describe familiar parts of the school day; e.g., break, lunch, dismissal

Alternative Assessment Task

A friend of yours has missed school. Write down all the days, classes and homework your friend has missed. Use a computer program to organize the information into a chart.

我的课程表 / My School Timetable

Performance Task Description

To help you and your classmates get organized, your teacher has asked you to write your own school timetable, in Chinese, to keep in your notebook or locker.

Instructions

1. To create your school timetable in Chinese, create a chart or table to fit in all your classes and other parts of the school day; e.g., breaks and a lunch hour.
2. Make sure you are able to find all the Chinese words you need to write your timetable; e.g.,
 - 科目 / names of classes
 - 时间 / times
 - 星期 / days of the week
 - 午餐时间, 课间休息, 下课等 / parts of the day (lunch, dismissal).
3. Create your timetable.

Evaluation Tools

- Teacher Rating Scale
- Teacher Feedback
- Peer Assessment
- Rubric

我的课程表 / My School Timetable: Teacher Rating Scale

姓名: _____

日期: _____

The student can ...	Yes	A Good Start	Not Yet
A-5.2a • sequence items in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.2a • copy familiar words, phrases and sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.3a • use a repertoire of words and phrases in familiar contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-5.1a • sequence events of a simple story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths			
Challenges			



我的课程表 / My School Timetable: Teacher Rating Scale

姓名: _____

日期: _____

The student can ...	Yes	A Good Start	Not Yet
A-5.2a • sequence items in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.2a • copy familiar words, phrases and sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.3a • use a repertoire of words and phrases in familiar contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-5.1a • sequence events of a simple story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths			
Challenges			

我的课程表 / My School Timetable: Teacher Feedback

The teacher comments on the following criteria:

The student ...

A-5.2a organizes items in different ways

LC-1.3a uses words and phrases in familiar contexts

LC-5.1a sequences elements of a process or series of events

日期: _____

亲爱的 _____,

When you made your school timetable, I noticed that you ...☺

I also noticed...

Next time you may want to try ...

From _____

我的课程表 / My School Timetable: Peer Assessment

姓名: _____ 日期: _____
 我給 _____ 的反馈

My reflections on your work

• In your school timetable, I noticed ...

A compliment ...

Some advice for next time ...

Student Response to Peer Assessment

姓名: _____

When I read my peer's comments on my work ...

S-3.1a • I realize that I was successful at ...

S-3.1a • I have learned that next time I could ...

我的课程表 / My School Timetable: Rubric

姓名: _____

日期: _____

Level	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
The student ... A-5.2a, LC-5.1a • puts items in order	presents items in the timetable in a purposeful order	presents items in the timetable in a systematic order	presents items in the timetable in a simplistic order	presents items in the timetable in a haphazard order	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
LC-1.2a, LC-1.3a • uses familiar language	uses relevant , familiar words, phrases and sentences	uses appropriate , familiar words, phrases and sentences	uses related , familiar words, phrases and sentences	uses unrelated but familiar words, phrases and sentences	

庆祝阅读周 / Celebrate Reading Week

Student's Performance Task Description

It is 庆祝阅读周 / Celebrate Reading Week at your school. Your class has been reading simple Chinese stories and poems. You have been talking about how the stories and poems make you feel and about your favourite parts or characters. As part of a 庆祝阅读周 / Celebrate Reading Week about display in your school, you will create a poster, brochure, letter, card or booklet that illustrates your discussions about a Chinese story or poem.

Principal Outcomes

<i>A-2 To express emotions and personal perspectives</i>	<input type="checkbox"/> A-2.1 share ideas, thoughts, opinions, preferences a. identify favourite people, places or things b. express a personal response to a variety of situations
<i>GC-2 Appreciating diversity</i>	<input type="checkbox"/> GC-2.3 awareness of own culture b. make connections between individuals or situations in texts and their own personal experiences

Supporting Outcomes

<i>LC-1 Attend to form</i>	<input type="checkbox"/> LC-1.2 orthography a. copy familiar words, phrases and sentences
<i>LC-3 Interpret and produce written and visual texts</i>	<input type="checkbox"/> LC-3.2 written production a. produce simple written sentences in guided situations <input type="checkbox"/> LC-3.4 representing a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations
<i>S-2 Language use</i>	<input type="checkbox"/> S-2.3 productive a. use a variety of simple productive strategies, with guidance, to enhance language use; e.g., use illustrations to provide details

Materials

- Visual supports on walls regarding emotions and feelings
- A brainstormed class list of useful vocabulary and structures; e.g., I understand, I want, I feel, I hope, I wish, because

Alternative Assessment Task

Using sentence prompts provided by the teacher, interview a classmate about his or her favourite Chinese story or poem. Discuss his or her favourite parts or characters and how the story or poem made him or her feel. Talk about the feelings/emotions expressed.

庆祝阅读周 / Celebrate Reading Week

Performance Task Description

It is 庆祝阅读周 / Celebrate Reading Week at your school. Your class has been reading simple Chinese stories and poems. You have been talking about how the stories and poems make you feel and about your favourite parts or characters. As part of a 庆祝阅读周 / Celebrate Reading Week about display in your school, you will create a poster, brochure, letter, card or booklet that illustrates your discussions about a Chinese story or poem.

Instructions

1. Decide how you will share your work; e.g., poster, brochure, letter, card, booklet.
2. Choose a Chinese story or poem to share.
3. Share your favourite person, place or thing from the story or poem.
4. Share the different emotions and feelings portrayed in the story or poem.
5. How does the story or poem make you feel?
6. Use the following sentence starters to write your Chinese sentences.
 - 我正在读 _____。 / I am reading _____.
 - 我喜欢 _____ 因为 _____。 / I like _____ because _____.
 - 我想起 _____ 的时候, 我觉得 _____。 / When I think of _____, I feel _____.
 - 当我 _____ 的时候, 我觉得 _____。 / I feel _____ when _____.
7. Write, in English, about a time you shared the same feelings or experienced a similar situation as those in the story or poem.
8. Create your presentation for the display. Write your Chinese sentences and English explanation. Use pictures or other visuals to support your message.

Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Rubric

庆祝阅读周 / Celebrate Reading Week: Teacher Rating Scale

姓名: _____

日期: _____

Criteria	Excellent	Very Good	Satisfactory	Not Yet
The student ...				
A-2.1a • identifies a favourite person, place or thing in the text	●	●	●	●
LC-1.2a • writes familiar words or LC-3.2a sentences in Chinese	●	●	●	●
LC-3.4a • uses visuals to express S-2.3a meaning	●	●	●	●
GC-2.3b • makes a personal connection to characters or the situation in the text	●	●	●	●
Comments				

庆祝阅读周 / Celebrate Reading Week: Self-assessment Rating Scale

姓名: _____

日期: _____

In this task, I could ...	Yes	Getting There	Not Yet
A-2.1a • share my favourite part or character from the story or poem I know this because ...			
A-2.1b • share how the story or poem made me feel I know this because ...			
GC-2.3b • explain, in English, what I have in common with the character or the situation in the story or poem I know this because ...			
LC-1.2a • use the sentence starters my teacher gave me LC-3.2a to write my Chinese sentences I know this because ...			
LC-3.4a • use pictures or other visuals to help explain S-2.3a my message I know this because ...			

I am proud of my 庆祝阅读周 / Celebrate Reading Week display because ...

庆祝阅读周 / Celebrate Reading Week: Peer-assessment Rating Scale

姓名: _____

日期: _____

我给 _____ 的反馈

You could ...		Yes	Getting There	Not Yet	Feedback
A-2.1b, LC-3.2a	<ul style="list-style-type: none"> write, in Chinese, how the story or poem made you feel 				
A-2.1a, LC-3.2a	<ul style="list-style-type: none"> write, in Chinese, about your favourite part of the story or poem 				
LC-3.4a, S-2.3a	<ul style="list-style-type: none"> display your presentation in an interesting way 				
<p>Something I really liked about your presentation ...</p> 					
<p>Some advice for next time would be ...</p> 					
<p>My partner's response to my feedback ...</p> 					

庆祝阅读周 / Celebrate Reading Week: Rubric

姓名: _____

日期: _____

Level	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
The student ... A-2.1a, A-2.1b • expresses feelings about favourite parts of the text	expresses feelings and identifies favourite parts of the text in an articulate, detailed and comprehensive manner	expresses feelings and identifies favourite parts of the text in a thoughtful and complete manner	expresses feelings and identifies favourite parts of the text in an appropriate and simplistic manner	expresses feelings and identifies favourite parts of the text in an superficial and vague manner	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
GC-2.3b • makes a personal connection with the text	makes an insightful personal connection with the text	makes a thoughtful personal connection with the text	makes a general personal connection with the text	makes a superficial personal connection with the text	
LC-1.2a, LC-3.2a • creates simple sentences and uses familiar words	creates simple sentences that are accurate and uses familiar words effectively	creates simple sentences that are mostly accurate and uses familiar words appropriately	creates simple sentences that are somewhat accurate and uses familiar words simplistically but with occasional errors	creates simple sentences that are inaccurate and/or uses familiar words inappropriately	
LC-3.4a, S-2.3a • use visuals to support presentation	uses vivid visuals to significantly enhance presentation	uses interesting visuals to substantially improve presentation	uses simplistic visuals to support presentation	visuals lack appeal and/or do little to support presentation	

文化中心壁报版 / Cultural Centre Bulletin Board

Student's Performance Task Description

A cultural centre in your community has asked local second-language classes to take turns creating educational bulletin board displays about languages for the centre. Your Chinese class has decided to create a bulletin board display showing how different languages are written, using examples from your own community.

Principal Outcomes

<i>GC-2 Appreciating diversity</i>	<input type="checkbox"/> GC-2.2 general language knowledge a. identify differences and similarities among writing systems from different languages within their personal experience
------------------------------------	---

Supporting Outcomes

<i>GC-1 Historical and contemporary elements of Chinese culture</i>	<input type="checkbox"/> GC-1.3 applying cultural knowledge a. recognize and identify elements of Chinese culture in the school and community
<i>S-1 Language learning</i>	<input type="checkbox"/> S-1.1 cognitive a. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., identify similarities and differences in writing systems

Materials

- Samples of writing in other languages from the community; e.g., menus; pamphlets; information from a cultural centre, public library or yellow pages; publications from a legion or health clinic

Alternative Assessment Task

Create a poster for display in the classroom that shows an example of the writing system of a different language and a statement about how it is both different from and similar to English.

文化中心壁报版 / Cultural Centre Bulletin Board**Performance Task Description**

A cultural centre in your community has asked local second-language classes to take turns creating educational bulletin board displays about languages for the centre. Your Chinese class has decided to create a bulletin board display showing how different languages are written, using examples from your own community.

Instructions

1. Think about or look at examples of writing in different languages from your community.
2. With a partner or in a small group, discuss how the writing systems of the different languages seem both different from and similar to English.
3. With your teacher's help, discuss how the writing systems of the different languages seem both different from and similar to one another.
4. On a piece of blank paper, paste an example of writing in a different language and write a statement about it; e.g., "Letters in Cantonese look like pictures."
5. Share your writing example and statement with your classmates.

Evaluation Tools

- Teacher Rating Scale and Checklist
- Self-assessment
- Peer Assessment

文化中心壁报版 / Cultural Centre Bulletin Board:
Teacher Rating Scale and Checklist

姓名: _____

日期: _____

Criteria	Excellent	Very Good	Satisfactory	Not Yet
The student ...				
GC-2.2a • identifies differences among the writing systems of different languages in the presentation	●	●	●	●
GC-2.2a • identifies similarities among the writing systems of different languages in the presentation	●	●	●	●

Checklist Criteria

The student ...	Yes	Not Yet
GC-1.3a • identifies elements of the culture in the school and community	<input type="checkbox"/>	<input type="checkbox"/>
S-1.1a • uses cognitive strategies, with guidance, to enhance language learning; e.g., identifies similarities and differences in writing systems	<input type="checkbox"/>	<input type="checkbox"/>

Comments

文化中心壁报版 / Cultural Centre Bulletin Board: Self-assessment

姓名: _____ 日期: _____

Criteria: GC-1.3a, GC-2.2a, S-1.1a The student identifies elements of the culture in the school and community; identifies differences and similarities in writing systems

My sample is from this language ...	Where does the sample come from?	How is this sample different from other types of writing?	How is this writing similar to other types of writing?

What I have learned about the writing systems of other languages ...

I would like to learn more about ...

文化中心壁报版 / Cultural Centre Bulletin Board: Peer Assessment

姓名: _____ 日期: _____

我給 _____ 的反馈

S-1.1a My reflections on your work

On your display for the bulletin board, I noticed that what you did really well was ...

Something I learned from your display was ...

Something I would suggest is ...

Student Response to Peer Assessment

姓名: _____

When I read my peer's comments on my work ...

- I realize that I was successful at ...

- I have learned that next time I could ...

星期五活动 / Friday Activity

Student's Performance Task Description

Each Friday, your teacher will choose a card that has a suggested 星期五活动 / Friday activity written by a student in your Chinese class. The activity will be used to practise Chinese in that day's lesson. Think of a 星期五活动 / Friday activity, write it on your card and submit it to your teacher.

Principal Outcomes

A-3 To get things done

- A-3.2 state personal actions**
 - b. express a wish or a desire to do something
- A-3.3 manage group actions**
 - b. suggest, initiate or direct action in group activities

Supporting Outcomes

LC-3 Interpret and produce written and visual texts

- LC-3.2 written production**
 - a. produce simple written sentences in guided situations

LC-4 Apply knowledge of the sociocultural context

- LC-4.4 social conventions**
 - a. use basic politeness conventions

Materials

- A brainstormed list of suggested activities to practise Chinese

Alternative Assessment Task

Your teacher will be away from school for a day and is not able to get a Chinese-speaking substitute. Your teacher has asked each of you to e-mail a short note, in Chinese, suggesting an activity you could do to practise Chinese while your teacher is away.

星期五活动 / Friday Activity

Performance Task Description

Each Friday, your teacher will choose a card that has a suggested 星期五活动 / Friday activity written by a student in your Chinese class. The activity will be used to practise Chinese in that day's lesson. Think of a 星期五活动 / Friday activity, write it on your card and submit it to your teacher.

Instructions

1. Think of an activity that could be used to practise Chinese.
2. Your teacher will give you a small card on which you will write your suggested activity in Chinese.

Sample

亲爱的 _____ 老师 / Dear Mrs. _____

这个星期五我想 _____ (玩 / 做 / 读 / 弄) _____。 /
I want to _____ (play/do/read/make) _____ on Friday.

敬上 / Sincerely,

(学生姓名) _____ / (student's name) _____

3. Submit the card to the teacher.

Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale
- Teacher or Peer Assessment

星期五活动 / Friday Activity: Teacher Rating Scale

姓名: _____

日期: _____

The student can ...

	Yes	A Good Start	Not Yet
A-3.3b • suggest action in group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.2b • express a wish or a desire to do something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-3.2a • produce simple written sentences in Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-4.4a • use basic politeness conventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Challenges



星期五活动 / Friday Activity: Teacher Rating Scale

姓名: _____

日期: _____

The student can ...

	Yes	A Good Start	Not Yet
A-3.3b • suggest action in group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3.2b • express a wish or a desire to do something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-3.2a • produce simple written sentences in Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-4.4a • use basic politeness conventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Challenges

**星期五活动 / Friday Activity:
Self-assessment Rating Scale**

姓名: _____

日期: _____

I can ...	Yes	A Good Start	Not Yet	I know this because ...
A-3.3b • suggest a Friday activity I want to do				
LC-4.4a • write my card, using polite words				

星期五活动 / Friday Activity:
Teacher or Peer Assessment

The student or teacher may comment on the following criteria:

The student ...

A-3.2b expresses a desire to do something

A-3.3b suggests action in group activities

LC-3.2a produces simple sentences

LC-4.4a uses basic politeness conventions

日期: _____

亲爱的 _____ ,

When you made your suggestion card for the Friday Activity, I noticed that you ... ☺

I also noticed ...

Next time you may want to try ...

From _____

对中国文化的认识 / Ideas about Culture

Student's Performance Task Description

Your school is holding an Open House where your class will showcase Chinese culture. With your teacher, you and your classmates will review your knowledge of Chinese culture and choose examples to display.

Principal Outcomes

GC-1 Historical and contemporary elements of Chinese culture

- GC-1.1 accessing/analyzing cultural knowledge**
 - a. make observations of Chinese culture
- GC-1.4 diversity within Chinese culture**
 - a. identify some elements that reflect diversity within Chinese culture

Supporting Outcomes

S-3 General learning

- S-3.1 cognitive**
 - a. use a variety of simple cognitive strategies, with guidance, to enhance general learning; e.g., use mental images, connect what is already known with what is being learned

Materials

- Small sticky notes or chart paper

Alternative Assessment Task

Your Chinese class will conduct a cultural exchange with a Grade 5 class of another language. Think of different aspects of Chinese culture and create displays, activities or performances to illustrate them.

对中国文化的认识 / Ideas about Culture

Performance Task Description

Your school is holding an Open House where your class will showcase Chinese culture. With your teacher, you and your classmates will review your knowledge of Chinese culture and choose examples to display.

Instructions

1. Your teacher will give you sticky notes.
2. On each sticky note, write a single idea or fact about Chinese culture; e.g., on one sticky note, write the name of a Chinese meal; on another sticky note, write the name of a sport that is very popular in a Chinese-speaking country.
3. If you are having trouble remembering information about Chinese culture, think about how you can find this information around you. Look at the posters on the wall, check in textbooks, look in your notebook or think about a cultural experience you have had.
4. Gather all of your sticky notes and put them on the board.
5. With your teacher's help, create categories; e.g., all the food items would go under a category called 食物(食品) / FOOD.
6. Use your categories to help you decide which items to showcase at the Open House; e.g., traditional clothing, musical instruments, objects.

Evaluation Tools

- Student Reflections
- Teacher Feedback to Student Reflections
- Observation Checklist

对中国文化的认识 / Ideas about Culture: Student Reflections

姓名: _____

日期: _____

<p>GC-1.1a</p> <ul style="list-style-type: none">• observations of the culture <p>GC-1.4a</p> <ul style="list-style-type: none">• identify elements of the culture <p>S-3.1a</p> <ul style="list-style-type: none">• use mental images to remember new information	<p>When I put my sticky notes on the board to share ideas about Chinese culture with the class, I noticed ...</p>
<p>GC-1.1a</p> <ul style="list-style-type: none">• observations of the culture <p>GC-1.4a</p> <ul style="list-style-type: none">• identify elements of the culture <p>S-3.1a</p> <ul style="list-style-type: none">• connect what is already known with what is being learned	<p>After reading all my classmates' sticky notes, what I learned about Chinese culture today was ...</p>

对中国文化的认识 / Ideas about Culture: Teacher Feedback to Student Reflections

姓名: _____ 日期: _____	
GC-1.1a <ul style="list-style-type: none"> • observations of the culture GC-1.4a <ul style="list-style-type: none"> • identify elements of the culture S-3.1a <ul style="list-style-type: none"> • cognitive strategies; e.g., use mental images to remember new information 	<p>On your reflections about the cultural activity, I noticed ...</p> <hr/> <p>A suggestion I would like to offer is ...</p>



对中国文化的认识 / Ideas about Culture: Teacher Feedback to Student Reflections

姓名: _____ 日期: _____	
GC-1.1a <ul style="list-style-type: none"> • observations of the culture GC-1.4a <ul style="list-style-type: none"> • identify elements of the culture S-3.1a <ul style="list-style-type: none"> • cognitive strategies; e.g., use mental images to remember new information 	<p>On your reflections about the cultural activity, I noticed ...</p> <hr/> <p>A suggestion I would like to offer is ...</p>

对中国文化的认识 / Ideas about Culture: Observation Checklist

日期: _____

Criteria: GC-1.1a The student makes observations about the culture

Student	Yes	Not Yet	Comments
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

Considerations for future planning

了解学校 / Investigating the School

Student's Performance Task Description

The Parent Council has offered to buy materials to help support the school's Chinese program but they need to know what materials the school has before they purchase anything. Your class has been asked to collect and give this information to the Parent Council. Tour the school to look for evidence of Chinese language and culture. Share your observations with others.

Principal Outcomes

<i>A-1 To receive and impart information</i>	<input type="checkbox"/> A-1.1 share factual information c. describe people, places and things
<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.1 discover and explore a. investigate the immediate environment <input type="checkbox"/> A-5.2 gather and organize information b. record and share personal knowledge of a topic
<i>GC-1 Historical and contemporary elements of Chinese culture</i>	<input type="checkbox"/> GC-1.3 applying cultural knowledge a. recognize and identify elements of Chinese culture in the school and community

Supporting Outcomes

<i>LC-1 Attend to form</i>	<input type="checkbox"/> LC-1.3 lexicon a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> LC-2.2 oral production a. produce simple spoken sentences in guided situations

Materials

- A brainstormed list of possible elements of Chinese language and culture; e.g., date, food, families
- Visual support of places in the school and prepositions of place; e.g., on, above, in, beside

Alternative Assessment Task

Gather information about the elements of Chinese language and culture you observe in your home and community (e.g., magazines; from CDs, DVDs and art; in the library; on bulletin boards at the grocery store) and create a display. Include a brief description, in Chinese, of where each item was found.

了解学校 / Investigating the School

Performance Task Description

The Parent Council has offered to buy materials to help support the school's Chinese program but they need to know what materials the school has before they purchase anything. Your class has been asked to collect and give this information to the Parent Council. Tour the school to look for evidence of Chinese language and culture. Share your observations with others.

Instructions

1. With your teacher and classmates, brainstorm some of the people, places and things that you might find in your school that reflect Chinese language and culture; e.g., signs, library books, posters, places in the school, people.
2. With your teacher's help, create a chart that you will use to record information about examples of Chinese language and culture.

Sample chart

	代表中国文化的例子 / Examples of Culture	哪里? / Where?
1.		
2.		
3.		
4.		
5.		
6.		

3. Take an investigative tour of your school and look for elements of Chinese language and culture.
4. Record your results or findings on your chart, in Chinese.
5. Use your chart to discuss, in Chinese, your observations with classmates and to make a full list of materials to buy for the school.

Evaluation Tools

- Teacher Checklist
- Self-assessment and Goal Setting
- Peer Assessment

了解学校 / Investigating the School: Teacher Checklist

日期: _____

The students can ...	A-5.1a investigate the immediate environment		GC-1.3a identify elements of culture in the school		A-5.2b record and share personal knowledge of the topic	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
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30.						

了解学校 / Investigating the School: Self-assessment and Goal Setting

姓名: _____ 日期: _____

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

Criteria Statements:

- | | |
|----------------------------|---|
| <p>A-5.1a,
GC-1.3a</p> | <ul style="list-style-type: none"> • finding information in my school about Chinese language and culture |
| <p>A-1.1c</p> | <ul style="list-style-type: none"> • describing what I found and where I found it |
| <p>A-5.2b</p> | <ul style="list-style-type: none"> • using a chart to record what I found |
| <p>LC-2.2a</p> | <ul style="list-style-type: none"> • using simple sentences when talking to someone else |

I'm especially proud of ...

because ...

Something I want to try
again is ...

(your own ideas here)

surprised me because ...

Next time I would try ...

because ...

了解学校 / Investigating the School: Peer Assessment

Provide positive feedback to up to four of your classmates using the cards below
(A-1.1c, A-5.2b, LC-1.3a, LC-2.2a)

日期: _____

Criteria: described what elements of Chinese language and culture you found in the school and where you found them

亲爱的 _____,

When you presented your school investigation, I noticed that you ... ☺

From _____

日期: _____

Criteria: described what elements of Chinese language and culture you found in the school and where you found them

亲爱的 _____,

When you presented your school investigation, I noticed that you ... ☺

From _____



日期: _____

Criteria: described what elements of Chinese language and culture you found in the school and where you found them

亲爱的 _____,

When you presented your school investigation, I noticed that you ... ☺

From _____

日期: _____

Criteria: described what elements of Chinese language and culture you found in the school and where you found them

亲爱的 _____,

When you presented your school investigation, I noticed that you ... ☺

From _____



有趣的(好玩的)漫画 / Just for Fun

Student's Performance Task Description

The principal of your school has asked your Chinese class to submit a simple humorous comic strip to the school newsletter. Your class has decided to have a contest to choose the comic strip. Create one and enter it in the contest.

Principal Outcomes

A-6 *For imaginative purposes and personal enjoyment*

- A-6.1 humour/fun**
a. use the language for fun
- A-6.2 creative/aesthetic purposes**
a. use the language creatively
- A-6.3 personal enjoyment**
a. use the language for personal enjoyment

Supporting Outcomes

LC-3 *Interpret and produce written and visual texts*

- LC-3.2 written production**
a. produce simple written sentences in guided situations
- LC-3.4 representing**
a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

LC-5 *Apply knowledge of how discourse is organized, structured and sequenced*

- LC-5.1 cohesion/coherence**
a. sequence events of a simple story
- LC-5.2 text forms**
a. recognize some simple oral and written text forms

S-2 *Language use*

- S-2.3 productive**
a. use a variety of simple productive strategies, with guidance, to enhance language use; e.g., use illustrations to provide details

Materials

- Examples of various simple comic strips
- Materials to create original comic strips

Alternative Assessment Task

Your class has been reading cartoons as examples of Chinese humour. Use your own sense of humour to write captions, in Chinese, for comic strips or picture stories.

有趣的(好玩的)漫画 / Just for Fun

Performance Task Description

The principal of your school has asked your Chinese class to submit a simple humorous comic strip to the school newsletter. Your class has decided to have a contest to choose the comic strip. Create one and enter it in the contest.

Instructions

1. Look at the examples of different comic strips to get ideas for writing your own comic strip.
2. Brainstorm some funny situations with your classmates.
3. Choose one of these situations and think about how you could tell this story. Make sure your comic strip is respectful.
4. Create your own comic strip, using simple Chinese sentences and pictures to express your message.
5. Submit your comic strip to the teacher.

Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale and Teacher Feedback
- Peer-assessment Rating Scale
- Rubric

有趣的(好玩的)漫画 / Just for Fun: Teacher Rating Scale

姓名: _____

日期: _____

In the comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	<ul style="list-style-type: none"> demonstrate humour and creativity 			
LC-3.2a, LC-5.1a	<ul style="list-style-type: none"> use simple sentences, in Chinese, to describe the events of a simple story 			
LC-5.1a, LC-5.2a	<ul style="list-style-type: none"> sequence elements in a logical way 			
LC-3.4a	<ul style="list-style-type: none"> use visuals to express meaning 			



有趣的(好玩的)漫画 / Just for Fun: Teacher Rating Scale

姓名: _____

日期: _____

In the comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	<ul style="list-style-type: none"> demonstrate humour and creativity 			
LC-3.2a, LC-5.1a	<ul style="list-style-type: none"> use simple sentences, in Chinese, to describe the events of a simple story 			
LC-5.1a, LC-5.2a	<ul style="list-style-type: none"> sequence elements in a logical way 			
LC-3.4a	<ul style="list-style-type: none"> use visuals to express meaning 			

有趣的(好玩的)漫画 / Just for Fun: Self-assessment Rating Scale and Teacher Feedback

姓名: _____

日期: _____

有趣的(好玩的)漫画 / Just for Fun: Self-assessment Rating Scale

In my comic strip, I can ...		Yes	A Good Start	Not Yet
LC-3.2a, LC-5.1a	• tell a simple story			
A-6.1a, A-6.2a	• write a funny story			
S-2.3a	• use illustrations to go with my story			
A-6.3a, LC-5.2a	• show a funny situation			
LC-3.4a	• use pictures and captions to tell my story			

When I think about making a comic strip, I ...

What I would do next time is ...

有趣的(好玩的)漫画 / Just for Fun: Teacher Feedback

Based on the criteria above, I ...

有趣的(好玩的)漫画 / Just for Fun: Peer-assessment Rating Scale

姓名: _____

日期: _____

我给 _____ 的反馈

	Yes	A Good Start	Not Yet	Feedback
A-6.1a, A-6.2a • use the language creatively and for fun				
LC-5.1a, LC-5.2a, LC-3.2a • tell a story that makes sense in your comic strip				
LC-3.4a, S-2.3a, A-6.3a • use pictures to tell your story and make it funny				
Something I really liked about your comic strip was ...				
Some advice for next time would be ...				
My partner's response to my feedback ...				

有趣的(好玩的)漫画 / Just for Fun: Rubric

姓名: _____

日期: _____

Level	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
The student ... A-6.1a, A-6.2a • uses the language to express creativity and for fun	uses the language effectively to express creativity and for fun <input type="checkbox"/>	uses the language thoughtfully to express creativity and for fun <input type="checkbox"/>	uses the language simplistically to express creativity and for fun <input type="checkbox"/>	uses the language ineffectively to express creativity and for fun <input type="checkbox"/>	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task <input type="checkbox"/>
LC-3.2a, LC-5.1a • writes simple sentences to sequence events	writes precise simple sentences to sequence events in an insightful manner <input type="checkbox"/>	writes correct simple sentences to sequence events in a logical manner <input type="checkbox"/>	writes partially correct simple sentences to sequence events in a simplistic manner <input type="checkbox"/>	writes incorrect simple sentences and/or the sequence of events is confusing <input type="checkbox"/>	<input type="checkbox"/>
LC-3.4a, S-2.3a • uses visuals to support presentation	uses compelling visuals to support presentation <input type="checkbox"/>	uses effective visuals to support presentation <input type="checkbox"/>	uses predictable visuals to support presentation <input type="checkbox"/>	may use visuals but they do little to support presentation <input type="checkbox"/>	<input type="checkbox"/>

语言的重要性 / Languages Are Important

Student's Performance Task Description

Your school principal is considering expanding your school's second-language program and would like to know how knowing other languages and cultures is valuable. Share your thoughts with your school principal.

Principal Outcomes

GC-3 Personal and career opportunities

- GC-3.1 Chinese language and culture**
 - a. identify some personal uses they have made of their knowledge of Chinese language and culture
- GC-3.2 cultural and linguistic diversity**
 - a. identify some personal uses they have made of their knowledge of different languages and cultures

Supporting Outcomes

S-3 General learning

- S-3.2 metacognitive**
 - a. use a variety of simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect upon your thinking processes and how you learn, keep a learning log
- S-3.3 social/affective**
 - a. use a variety of simple social and affective strategies, with guidance, to enhance general learning; e.g., participate in cooperative learning activities, brainstorm

Materials

- Chart paper or a whiteboard to record responses

Alternative Assessment Task

Write to a grandparent or other older relative who does not live near you and tell them about your Chinese class. Explain to your relative why you think knowing other languages and cultures is helpful.

语言的重要性 / Languages Are Important

Performance Task Description

Your school principal is considering expanding your school's second-language program and would like to know how knowing other languages and cultures is valuable. Share your thoughts with your school principal.

Instructions

1. Think about how learning Chinese has been helpful to you or to someone you know.
2. With your classmates, brainstorm answers to the following sentence: "学习中文对我有帮助因为 ..." / "Learning Chinese has been helpful because ..."
3. Think about how knowing about other languages and cultures has been helpful to you.
4. With your classmates, participate in a discussion about other languages and cultures.
5. In a language learning log, journal or in your notebook, write down your thoughts about:
 - a. how learning Chinese has been helpful to you
 - b. how other languages and cultures you know about have been helpful to you.

Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale and Teacher Feedback
- Self-assessment

语言的重要性 / Languages Are Important: Teacher Rating Scale

日期: _____

The students can ...	GC-3.1a identify some personal uses they have made of their knowledge of Chinese language and culture			GC-3.2a identify some personal uses they have made of their knowledge of different languages and cultures		
	Yes	A Good Start	Not Yet	Yes	A Good Start	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
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语言的重要性 / Languages Are Important: Self-assessment Rating Scale and Teacher Feedback

姓名: _____

日期: _____

语言的重要性 / Languages Are Important: Self-assessment Rating Scale

In this activity ...		Yes	A Good Start	Not Yet
S-3.2a	<ul style="list-style-type: none"> I used my thinking time well 			
S-3.3a	<ul style="list-style-type: none"> I actively participated in class brainstorming 			
GC-3.1a	<ul style="list-style-type: none"> I explained how knowing about Chinese language and culture has been useful to me 			
GC-3.2a	<ul style="list-style-type: none"> I explained how knowing about other languages and cultures has been useful to me 			

Please notice ...

If I could participate in a similar activity again, I would ...

语言的重要性 / Languages Are Important: Teacher Feedback

Regarding your self-assessment, I would like to tell you ...

**语言的重要性 / Languages Are Important:
Self-assessment**

姓名: _____ 日期: _____

S-3.2a Taking the time to think about how languages and cultures have been helpful to me is beneficial because ...

S-3.3a Participating in a class discussion can help me because ...

GC-3.1a Writing my thoughts about languages and cultures can help me because ...



**语言的重要性 / Languages Are Important:
Self-assessment**

姓名: _____ 日期: _____

S-3.2a Taking the time to think about how languages and cultures have been helpful to me is beneficial because ...

S-3.3a Participating in a class discussion can help me because ...

GC-3.1a Writing my thoughts about languages and cultures can help me because ...

来唱歌吧! / Let's Sing!

Student's Performance Task Description

Your teacher wants your Chinese class to share something about the Chinese culture with another group of students. Your class has decided to learn a song, rhyme or chant popular with children your age in the Chinese culture and teach it to the other students.

Principal Outcomes

<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> A-6.1 humour/fun a. use the language for fun
<i>GC-1 Historical and contemporary elements of Chinese culture</i>	<input type="checkbox"/> GC-1.2 knowledge of Chinese culture a. participate in activities and experiences that reflect elements of Chinese culture <input type="checkbox"/> GC-1.5 valuing Chinese culture a. participate in cultural activities and experiences

Supporting Outcomes

<i>LC-1 Attend to form</i>	<input type="checkbox"/> LC-1.1 phonology b. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases
----------------------------	---

Materials

- A written copy of a Chinese song, rhyme or chant; e.g., a skipping rhyme, clapping chant or popular children's song
- A recording of the song, rhyme or chant to use as a model
- Additional information about the song, rhyme or chant; e.g., its origins, meaning or most common usage

Alternative Assessment Task

Learn the birthday song in Chinese. Sing the song whenever someone in your Chinese class has a birthday.

来唱歌吧! / Let's Sing!**Performance Task Description**

Your teacher wants your Chinese class to share something about the Chinese culture with another group of students. Your class has decided to learn a song, rhyme or chant popular with children your age in the Chinese culture and teach it to the other students.

Instructions

1. With your teacher's help, learn a popular Chinese song, rhyme or chant.
2. Learn information about the song, rhyme or chant; e.g., what it means; how it was created; whether children sing it at home, at school or in the community.
3. Practise the song, rhyme or chant until you think you can teach it to someone else.
4. Perform your song, rhyme or chant for your classmates, then tell them some interesting information you found out about it.
5. Teach your song, rhyme or chant to the other students until they can perform it as well.

- Evaluation Tools**
- Observation Checklist
 - Self-assessment
 - Peer Assessment

来唱歌吧! / Let's Sing!: Observation Checklist

日期: _____

Criteria: LC-1.1b The student uses comprehensible pronunciation, stress and intonation when producing familiar words or phrases

Student	Met	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
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13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
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23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

Considerations for future planning

来唱歌吧! / Let's Sing!: Self-assessment

姓名: _____

日期: _____

<i>What did I do well ...</i>	<i>Looking back ...</i>	<i>Looking ahead ...</i>
<u>Criteria</u> A-6.1a, • when I learned GC-1.2a, the song, GC-1.5a rhyme or chant?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> GC-1.2a, • when I told GC-1.5a someone else about the song, rhyme or chant?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> GC-1.2a, • when I taught GC-1.5a the song, rhyme or chant to someone else?	I also noticed that I need help with ...	next time, I will ...

来唱歌吧! / Let's Sing!: Peer Assessment

姓名: _____ 日期: _____

Name of the student who taught me a song, rhyme or chant _____

You taught me _____

GC-1.2a, GC-1.5a

I enjoyed ...

I learned ...



来唱歌吧! / Let's Sing!: Peer Assessment

姓名: _____ 日期: _____

Name of the student who taught me a song, rhyme or chant _____

You taught me _____

GC-1.2a, GC-1.5a

I enjoyed ...

I learned ...

午餐计划的问题 / Lunch Program Problem

Student's Performance Task Description

The Parent Council has concerns about the school's lunch program. They feel the current selection of food in the program is unhealthy. Your teacher has volunteered to come to the next Parent Council meeting to offer solutions to this problem. As students are the ones using the lunch program, your teacher has asked your Chinese class to discuss the problem and come up with possible solutions.

Principal Outcomes

A-5 To extend their knowledge of the world

- A-5.2 gather and organize information**
 - b. record and share personal knowledge of a topic
- A-5.3 solve problems**
 - a. define a problem, and search for solutions
 - b. choose between alternative solutions

Supporting Outcomes

LC-1 Attend to form

- LC-1.3 lexicon**
 - a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields

LC-3 Interpret and produce written and visual texts

- LC-3.2 written production**
 - a. produce simple written sentences in guided situations

Materials

- A menu of the school lunch program, featuring unhealthy foods

Alternative Assessment Task

Your Chinese teacher has noticed that many of your classmates are spending class time complaining about problems at home; e.g., "I want more time on the computer" or "My Mom says my room is messy." Your teacher has offered to help you discuss these problems and find solutions. Discuss the problems, their possible solutions and choose a solution to present to your parents.

午餐计划的问题 / Lunch Program Problem

Performance Task Description

The Parent Council has concerns about the school's lunch program. They feel the current selection of food in the program is unhealthy. Your teacher has volunteered to come to the next Parent Council meeting to offer solutions to this problem. As students are the ones using the lunch program, your teacher has asked your Chinese class to discuss the problem and come up with possible solutions.

Instructions

1. Read the current school lunch menu.
2. Write down any problems you see with the food choices on the menu.

Sample phrases

- 问题是 _____。 / The problem is _____.
- 这种食物 _____。 / The food is _____.
- 我知道 _____。 / I see _____.
- _____ 是不健康的食物 (没有营养的食物)。 / _____ is unhealthy.

3. In a small group, write a healthy menu in Chinese.
4. Share the menu with the rest of the class.
5. Choose which menu(s) should be presented to the Parent Council.

Evaluation Tools

- Teacher Rating Scale
- Teacher Checklist
- Self-assessment Rating Scale and Goal Setting

午餐计划的问题 / Lunch Program Problem: Teacher Rating Scale

日期: _____

Student	A-5.2b records and shares personal knowledge about healthy foods				LC-3.2a produces simple written sentences in guided situations			
	correctly	most correctly	somewhat correctly	incorrectly	almost error-free	few errors	some errors	many errors
1.								
2.								
3.								
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6.								
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8.								
9.								
10.								
11.								
12.								
13.								
14.								
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午餐计划的问题 / Lunch Program Problem: Teacher Checklist

日期: _____

The students can ...	A-5.3a define a problem and search for solutions		A-5.3b choose from among solutions	
	Yes	Not Yet	Yes	Not Yet
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
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**午餐计划的问题 / Lunch Program Problem:
Self-assessment Rating Scale and Goal Setting**

姓名: _____

日期: _____

	When solving the problem, I could ...	Yes	Getting There	Not Yet	What I can do to improve ...
A-5.3a	• say what the problem was				
A-5.3a	• help suggest solutions to the problem				
A-5.3b	• pick a solution to the problem				
A-5.2b	• tell someone else what I know about healthy foods				
LC-1.3a	• use food vocabulary on a menu				
LC-1.3a	• say simple words and phrases				
The next time I help solve a problem in Chinese, I will ...					

来看电影 / Movie Time

Student's Performance Task Description

Your family is going to the movies and you are allowed to invite a friend. Your friend needs more information about the movie so that he or she can ask permission to go with you.

Principal Outcomes

<i>A-1 To receive and impart information</i>	<input type="checkbox"/> A-1.1 share factual information a. ask for and provide information b. respond to simple, predictable questions
--	--

Supporting Outcomes

<i>LC-1 Attend to form</i>	<input type="checkbox"/> LC-1.3 lexicon a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> LC-2.3 interactive fluency a. engage in simple interactions, using simple sentences
<i>S-2 Language use</i>	<input type="checkbox"/> S-2.3 productive a. use a variety of simple productive strategies, with guidance, to enhance language use; e.g., use resources to increase vocabulary

Materials

- An overhead transparency of current information about movies playing in local movie theatres
- A list of brainstormed phrases and sentence prompts to post in the classroom
- Copies of movie listings for student use

Alternative Assessment Task

Your parents have allowed you to invite two friends over for the evening and your friends need more information so they can ask permission to come over; e.g., where you live, the telephone number, what time the evening starts and ends. Give the information, in Chinese, to your friends.

来看电影 / Movie Time

Performance Task Description

Your family is going to the movies and you are allowed to invite a friend. Your friend needs more information about the movie so that he or she can ask permission to go with you.

Instructions

1. To help you think about what movie you will choose, look at some examples of movies playing in the local movie theatre.
2. From the listing, pick a movie for your family and your friend to see.
3. Use the following sentence starters to invite your friend to the movie and answer his or her questions.

Sample sentence starters

- 你要不要去看电影? / Do you want to see a movie?
- 我要看(我想看) _____。 / I want to see _____.
- 你要不要和(跟)我去? / Do you want to come with me?
- 电影几点钟开始? / What time is the movie?
- 这部电影叫什么名字? (这部电影的名字是什么)? / Which movie is it?
- 这部电影在星期 _____ 点钟放映。 / The movie _____ is playing at _____ (time) on _____ (day of the week).

4. Work with a partner to role-play the situation. Take turns playing each role.

Evaluation Tools

- Teacher Checklist
- Self-assessment
- Peer-assessment Rating Scale

来看电影 / Movie Time: Teacher Checklist

日期: _____

The students can ...	A-1.1a, ask for A-1.1b, relevant LC-2.3a information		A-1.1a, provide LC-1.3a, relevant LC-2.3a information	
	Yes	Not Yet	Yes	Not Yet
1.				
2.				
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来看电影 / Movie Time: Self-assessment

姓名: _____

日期: _____

<i>What did I do well...</i>	<i>Looking back...</i>	<i>Looking ahead...</i>
<p><u>Criteria</u> A-1.1a • when I gave my partner the information needed?</p> <p>LC-1.3a, • when I used the S-2.3a movie listings to give my partner information?</p>	I also noticed that I need help with ...	next time, I will ...
<p><u>Criteria</u> A-1.1a, • when I asked my A-1.1b partner questions LC-1.3a to get the information I needed?</p> <p>S-2.3a • when I used the sentence prompts in the classroom?</p>	I also noticed that I need help with ...	next time, I will ...

来看电影 / Movie Time: Peer-assessment Rating Scale

姓名: _____

日期: _____

我给 _____ 的反馈

My partner could ...		Yes	Getting There	Not Yet	I know this because ...
A-1.1a, LC-2.3a	<ul style="list-style-type: none"> • ask me questions 				
A-1.1a	<ul style="list-style-type: none"> • give me information about the movie 				
A compliment I would like to pay you is ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

提供建议 / Offering Advice

Student's Performance Task Description

Another elementary school in your community is starting a second-language program and wants to promote the program to parents. You and your classmates have been asked to share how learning a second language, and how learning about another culture, is useful. Provide the elementary school with a list of reasons to offer a language and culture program so that the school can promote it.

Principal Outcomes

GC-3 Personal and career opportunities

- GC-3.1 Chinese language and culture**
 - a. identify some personal uses they have made of their knowledge of Chinese language and culture
- GC-3.2 cultural and linguistic diversity**
 - a. identify some personal uses they have made of their knowledge of different languages and cultures

Supporting Outcomes

S-3 General learning

- S-3.3 social/affective**
 - a. use a variety of simple social and affective strategies, with guidance, to enhance general learning; e.g., participate in cooperative group learning tasks, take part in group decision-making processes

Materials

- Chart paper or a whiteboard to record student responses
- A brainstormed list of student-generated ideas about the personal uses and benefits of knowing another language

Alternative Assessment Task

Your class has been asked to prepare materials to promote second-language programs for a display at the local mall. Create a poster that represents the ways in which you have been able to use your knowledge of Chinese language and culture, as well as other languages and cultures.

提供建议 / Offering Advice

Performance Task Description

Another elementary school in your community is starting a second-language program and wants to promote the program to parents. You and your classmates have been asked to share how learning a second language, and how learning about another culture, is useful. Provide the elementary school with a list of reasons to offer a language and culture program so that the school can promote it.

Instructions

1. Think about how learning Chinese has been helpful to you or to someone you know.
2. With your classmates, brainstorm answers to the following sentence:
"学习中文对我有帮助因为 ..." / "Learning Chinese has been helpful because ..."
3. Think about how knowing about other languages and cultures has been helpful to you.
4. With your classmates, participate in a discussion about other languages and cultures.
5. Create a list of all of the ways that learning about other languages and cultures has been helpful to you.

Evaluation Tools

- Observation Checklist
- Teacher Checklist
- Self-assessment Rating Scale

提供建议 / Offering Advice: Observation Checklist

日期: _____

Criteria: S-3.3a The student participates in paired and group discussions to generate ideas and share personal responses

Student	Uses Strategies	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

Considerations for future planning

提供建议 / Offering Advice: Teacher Checklist

日期: _____

The students can ...	GC-3.1a identify some personal uses they have made of their knowledge of Chinese language and culture		GC-3.2a identify some personal uses they have made of their knowledge of different languages and cultures	
	Yes	A Good Start	Yes	A Good Start
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
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30.				

提供建议 / Offering Advice: Self-assessment Rating Scale

姓名: _____

日期: _____

During the Offering Advice activity, I could ...		Yes	A Good Start	Not Yet
GC-3.1a	<ul style="list-style-type: none"> talk about how knowing about Chinese language and culture is helpful 			
GC-3.2a	<ul style="list-style-type: none"> talk about how knowing about other languages and cultures is helpful 			
S-3.3a	<ul style="list-style-type: none"> share my ideas and experiences in a class discussion 			



提供建议 / Offering Advice: Self-assessment Rating Scale

姓名: _____

日期: _____

During the Offering Advice activity, I could ...		Yes	A Good Start	Not Yet
GC-3.1a	<ul style="list-style-type: none"> talk about how knowing about Chinese language and culture is helpful 			
GC-3.2a	<ul style="list-style-type: none"> talk about how knowing about other languages and cultures is helpful 			
S-3.3a	<ul style="list-style-type: none"> share my ideas and experiences in a class discussion 			

观点和价值观念 / Opinions and Values

Student's Performance Task Description

In health class, you have been discussing the connection between people's values and their behaviour and how that can lead to differences of opinions. Your teacher thinks this is an interesting topic and asks your Chinese class to find examples that illustrate this in a story and then share your findings, in English.

Principal Outcomes

<i>A-5 To extend their knowledge of the world</i>	<input type="checkbox"/> A-5.4 explore opinions and values a. make connections between behaviour and values b. recognize differences of opinion
<i>GC-2 Appreciating diversity</i>	<input type="checkbox"/> GC-2.5 valuing diversity a. demonstrate curiosity about other languages and cultures

Supporting Outcomes

<i>LC-5 Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> LC-5.1 cohesion/coherence b. link words or groups of words in simple ways
---	--

Materials

- Resources from health class that discuss values and behaviour
- A variety of children's texts (e.g., books, comics) that depicts characters with opposing values or behaviours
- A brainstormed class list that includes positive (e.g., generosity, friendship), negative (e.g., greed, laziness) and neutral (e.g., privacy) values
- A brainstormed class list of sentence starters (e.g., I think, believe, prefer, like, dislike, agree, disagree) and connecting words (e.g., so, therefore, thus, and, but, because)

Alternative Assessment Task

Think of some of the values that are important to you and how you act in ways to show their importance. Think of a time that you had a difference of opinion with someone about values or behaviours. Share your thoughts with someone else.

观点和价值观念 / Opinions and Values

Performance Task Description

In health class, you have been discussing the connection between people's values and their behaviour and how that can lead to differences of opinions. Your teacher thinks this is an interesting topic and asks your Chinese class to find examples that illustrate this in a story and then share your findings, in English.

Instructions

1. With a partner, choose a story where characters have different points of view and behave in opposite or conflicting ways.
2. You and your partner each choose a character and identify two or three behaviours shown by that character in the story.
3. Decide what values the characters demonstrated by each of these behaviours.
4. Think of one or two places in the story where you observed or imagined the characters to have different opinions about something.
5. Tell whether or not you share the same values as your character.
6. Explain your character's values and behaviour to your partner, in English. Your partner will explain his or her character's values and behaviour to you. Discuss how the characters' values and behaviour are different.

Use an organizer such as the following:

- 书名 / Title of text _____
- 人物(角色) / Character _____
- 行为 / Behaviour _____
- Values demonstrated by these behaviours: (circle one)
好 / good, 坏 / bad, 不好不坏 / neutral.

- | | |
|-------------------------|---|
| Evaluation Tools | <ul style="list-style-type: none"> - Observation Checklist - Self-assessment Rating Scale - Peer-assessment Rating Scale |
|-------------------------|---|

观点和价值观念 / Opinions and Values: Observation Checklist

日期: _____

Criteria: GC-2.5a The student demonstrates curiosity about other languages and cultures

Student	Met	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
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24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

Considerations for future planning

观点和价值观念 / Opinions and Values: Self-assessment Rating Scale

姓名: _____

日期: _____

I can ...		Yes	Getting There	Not Yet	I know this because ...
A-5.4a, GC-2.5a	<ul style="list-style-type: none"> talk about the behaviour and values of someone else 				
LC-5.1b	<ul style="list-style-type: none"> use connecting words; e.g., and, then, next, but 				
Next time I will ...					



观点和价值观念 / Opinions and Values: Self-assessment Rating Scale

姓名: _____

日期: _____

I can ...		Yes	Getting There	Not Yet	I know this because ...
A-5.4a, GC-2.5a	<ul style="list-style-type: none"> talk about the behaviour and values of someone else 				
LC-5.1b	<ul style="list-style-type: none"> use connecting words; e.g., and, then, next, but 				
Next time I will ...					

**观点和价值观念 / Opinions and Values:
Peer-assessment Rating Scale**

姓名: _____

日期: _____

我给 _____ 的反馈

In our conversation, I noticed you could ...		Yes	Sometimes	No
A-5.4a	• talk about the character's behaviour in the story			
A-5.4b, GC-2.5a	• agree or disagree with me			
Some advice for next time would be ...				



**观点和价值观念 / Opinions and Values:
Peer-assessment Rating Scale**

姓名: _____

日期: _____

我给 _____ 的反馈

In our conversation, I noticed you could ...		Yes	Sometimes	No
A-5.4a	• talk about the character's behaviour in the story			
A-5.4b, GC-2.5a	• agree or disagree with me			
Some advice for next time would be ...				

阅读伙伴 / Reading Buddy

Student's Performance Task Description

You have been paired with another Grade 5 student for your school's 阅读伙伴 / Reading Buddy program. Today is the first day of the program. You will greet your 阅读伙伴 / reading buddy, introduce yourself and read a simple Chinese-language poem, nursery rhyme or story.

Principal Outcomes	
<i>A-1 To receive and impart information</i>	<input type="checkbox"/> A-1.1 share factual information a. ask for and provide information
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> A-6.3 personal enjoyment a. use the language for personal enjoyment
<i>GC-2 Appreciating diversity</i>	<input type="checkbox"/> GC-2.6 intercultural skills b. initiate and maintain new relationships
Supporting Outcomes	
<i>LC-1 Attend to form</i>	<input type="checkbox"/> LC-1.1 phonology a. pronounce the most commonly used consonants and vowels b. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases
<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> LC-2.2 oral production a. produce simple spoken sentences in guided situations
<i>LC-4 Apply knowledge of the sociocultural context</i>	<input type="checkbox"/> LC-4.4 social conventions b. use appropriate oral forms of address for people frequently encountered

Materials

- Simple Chinese-language reading material appropriate for a Grade 4/5 reading level

Alternative Assessment Task

Create a book tape of you reading a Chinese-language poem, nursery rhyme or story to be sent to a Chinese school or class of younger students. Before reading your poem, nursery rhyme or story, introduce yourself and the name of the text you will be reading.

阅读伙伴 / Reading Buddy

Performance Task Description

You have been paired with another Grade 5 student for your school's 阅读伙伴 / Reading Buddy program. Today is the first day of the program. You will greet your 阅读伙伴 / reading buddy, introduce yourself and read a simple Chinese-language poem, nursery rhyme or story.

Instructions

1. Choose the material you want to read to your 阅读伙伴 / reading buddy. Practise reading to another classmate first to make sure you are reading clearly and that your pronunciation is correct.
2. When you meet your 阅读伙伴 / reading buddy, greet him or her politely and introduce yourself. Tell him or her you will be the 阅读伙伴 / reading buddy for this year. Tell him or her which poem, nursery rhyme or story you will be reading.

Sample dialogue

- 你好，我的名字是 _____。 / Hello, my name is _____.
 - 你叫什么名字? / What's your name?
 - 我是你今年的阅读伙伴。 / I am your reading buddy for this year.
 - 今天我们要读 _____。 / Today we are going to read _____.
3. Read your poem, nursery rhyme or story to your 阅读伙伴 / reading buddy. Make sure to read slowly enough to be understood and concentrate on using good pronunciation. Make sure to change your voice when necessary; e.g., if you see a question mark, you will raise your voice; if you are reading a dialogue in which the character is excited about something, you should make your voice sound excited.

Evaluation Tools

- Teacher Checklist
- Self-assessment
- Self-assessment Rating Scale

阅读伙伴 / Reading Buddy: Teacher Checklist

日期: _____

The students can ...	GC-2.6b initiate and maintain new relationships		A-6.3a use the language for personal enjoyment	
	Yes	Not Yet	Yes	Not Yet
1.				
2.				
3.				
4.				
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28.				
29.				
30.				

阅读伙伴 / Reading Buddy: Self-assessment Rating Scale

姓名: _____

日期 _____

In this task, I could ...	Yes	Getting There	Not Yet
LC-4.4b, GC-2.6a, A-1.1a <ul style="list-style-type: none"> • introduce myself politely to my reading buddy and ask for his or her name Comments:			
LC-1.1a, LC-1.1b <ul style="list-style-type: none"> • use good pronunciation when reading to my reading buddy Comments:			
A-6.3a <ul style="list-style-type: none"> • use Chinese for personal enjoyment Comments:			

Some advice that I would give to others performing this task is ...

课间休息 / Ready for Recess

Student's Performance Task Description

You and your classmates have been complaining that you do not know what to do during recess. Your teacher has invited the class to plan recess activities for the week. Each student has different roles to play. As a planner, you invite others to participate in your activity and respond politely to those who ask to play. As a participant, you choose to participate in an activity planned by others. Ask permission to play and respond politely to others who ask you to participate.

Principal Outcomes

A-3 *To get things done*

- A-3.1** guide actions of others
 - c. seek, grant or withhold permission
- A-3.2** state personal actions
 - a. indicate choice from among several options
 - b. express a wish or a desire to do something

A-4 *To form, maintain and change interpersonal relationships*

- A-4.1** manage personal relationships
 - a. initiate relationships
 - b. apologize and refuse politely

Supporting Outcomes

LC-2 *Interpret and produce oral texts*

- LC-2.3** interactive fluency
 - a. engage in simple interactions, using simple sentences

LC-5 *Apply knowledge of how discourse is organized, structured and sequenced*

- LC-5.3** patterns of social interaction
 - a. initiate interactions and respond using simple social interaction patterns

Materials

- Recess equipment
- A brainstormed list of possible recess games and activities
- A brainstormed class list of possible questions and responses; e.g.,

Questions

Do you want to play?
Can I please play?
Do you need more players?

Answers

I prefer to play ...
I wish to play ...
Yes, you can play ...
I am sorry. You cannot play because ...
No, thank you. I am playing with ...
Thank you for the invitation.

Alternative Assessment Task

It is Game Day at school and your Chinese class has decided to play a game of Mother May I. The objective of the game is to advance toward Mother at the front of the room by asking permission to do something. If permission is granted, you and your classmates can step or jump forward one step. Mother either grants or denies permission by drawing a Yes or No card each time permission is sought. This game allows you to practise seeking, granting or withholding permission politely and to practise classroom routines and survival language.

课间休息 / Ready for Recess

Performance Task Description

You and your classmates have been complaining that you do not know what to do during recess. Your teacher has invited the class to plan recess activities for the week. Each student has different roles to play. As a planner, you invite others to participate in your activity and respond politely to those who ask to play. As a participant, you choose to participate in an activity planned by others. Ask permission to play and respond politely to others who ask you to participate.

Instructions

As an activity planner

1. Plan an activity to do with others at recess.
2. Invite others to participate in your activity.
3. When others ask to participate in your activity, either give permission or apologize and politely refuse permission.

As a participant in the activity

1. Choose from the activities that others have planned. Tell the activity planner that you wish to participate in his or her activity and ask permission to do so.
2. When the activity planner asks you to participate in his or her activity, either accept or politely refuse.

Sample dialogue

Planner A: 要不要和我踢球? / Do you want to play soccer with me?

Participant A: 谢谢你。我不要踢球。我正在跟小光和小美玩捉迷藏游戏。 / No, thank you. I am playing tag with Tanya and Manpreet.

Participant B: 好的! 我和你踢球。 / Yes, please.

Participant C: 我想踢球。我可以跟你们一起踢吗? / I want to play soccer. Can I please play with you?

Planner A: 可以的。或者是: 对不起! 我们人数够了。 / Yes, you can play. OR No, you cannot play. I am sorry but we have enough players.

- | | |
|-------------------------|--|
| Evaluation Tools | <ul style="list-style-type: none"> - Observation Checklist - Self-assessment - Peer-assessment Rating Scale |
|-------------------------|--|

课间休息 / Ready for Recess: Observation Checklist

日期: _____

Criteria: A-4.1a, LC-5.3a, LC-2.3a The student initiates simple social interactions with others			
Student	Yes	Not Yet	Comments
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
Considerations for future planning			

课间休息 / Ready for Recess: Self-assessment

姓名: _____

日期: _____

<i>What did I do well...</i>	<i>Looking back...</i>	<i>Looking ahead...</i>
<p style="text-align: center;">Activity Planner</p> <p><u>Criteria</u></p> <p>A-3.1c • when I gave or did not give permission for someone to play?</p> <p>A-4.1b • when I apologized and refused politely?</p>	<p>I also noticed that I need help with ...</p>	<p>next time, I will ...</p>
<p style="text-align: center;">Participant</p> <p><u>Criteria</u></p> <p>A-3.1c • when I asked permission to play?</p> <p>A-3.2a • when I said which game I wanted to play?</p> <p>A-3.2b • when I told others what I wanted to do?</p>	<p>I also noticed that I need help with ...</p>	<p>next time, I will ...</p>
<p>I want others to notice ...</p>		

课间休息 / Ready for Recess: Peer-assessment Rating Scale

姓名: _____

日期: _____

我给 _____ 的反馈

_____ could ... (Name)		Yes	A Good Start	Not Yet	I know this because ...
A-4.1b	<ul style="list-style-type: none"> tell me politely I could not play 				
A-3.2a	<ul style="list-style-type: none"> tell me what game he or she wanted to play 				
A-3.1c	<ul style="list-style-type: none"> ask me if he or she could play 				
A compliment I would like to pay you is ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

相似处 / Similarities

Student's Performance Task Description

Your teacher has asked for your help as he or she would like more information about how to best teach Chinese. As your class has had at least one year's experience learning Chinese, your teacher thought you and your classmates would be able to tell him or her which 相似处 / similarities between English and Chinese have been helpful to remember when learning Chinese.

Principal Outcomes

GC-2 Appreciating diversity

- GC-2.1 awareness of first language**
 - a. identify similarities between their first language and Chinese
- GC-2.2 general language knowledge**
 - b. identify differences and similarities among writing systems from different languages within their personal experience

Supporting Outcomes

S-1 Language learning

- S-1.1 cognitive**
 - a. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., identify differences between Chinese and their own language

Materials

- A list of examples of cognates and words borrowed from other languages

Alternative Assessment Task

Your parents have been invited to the school for a special second-languages evening. Pick a Chinese-language short story on which you have worked in class. Show your parents how some words from the story are similar to your first language. Explain to your parents how this is helping you learn Chinese.

相似处 / Similarities

Performance Task Description

Your teacher has asked for your help as he or she would like more information about how to best teach Chinese. As your class has had at least one year's experience learning Chinese, your teacher thought you and your classmates would be able to tell him or her which 相似的 / similarities between English and Chinese have been helpful to remember when learning Chinese.

Instructions

Create a word list

1. Think about when you listen to and speak in Chinese.
2. Write down the Chinese words that are similar to those in your first language and that have helped you to learn Chinese.
3. Write down anything else about Chinese that is similar to your first language and that has helped you to learn Chinese.

With the word list

1. Write a note to your teacher that explains which specific similarities between your first language and Chinese have helped you to learn Chinese.

Evaluation Tools

- Teacher Checklist and Feedback
- Self-assessment
- Peer/Self-assessment

相似处 / Similarities: Teacher Checklist and Feedback

姓名: _____

日期: _____

After reading your list, I noticed that you ...

Yes	No

GC-2.1a

- identified similarities between your first language and Chinese

GC-2.2b

- identified differences between your first language and Chinese

I liked ...

A suggestion for next time would be ...

相似处 / Similarities: Teacher Checklist and Feedback

姓名: _____

日期: _____

After reading your list, I noticed that you ...

Yes	No

GC-2.1a

- identified similarities between your first language and Chinese

GC-2.2b

- identified differences between your first language and Chinese

I liked ...

A suggestion for next time would be ...

相似处 / Similarities: Self-assessment

姓名: _____ 日期: _____

S-1.1a • use a variety of simple strategies, with guidance

On my word list, I think my most important point was ...

I would like to explain more about ...

I think my observations could help someone else because ...



相似处 / Similarities: Self-assessment

姓名: _____ 日期: _____

S-1.1a • use a variety of simple strategies, with guidance

On my word list, I think my most important point was ...

I would like to explain more about ...

I think my observations could help someone else because ...

相似处 / Similarities: Peer/Self-assessment

姓名: _____

日期: _____

我给 _____ 的反馈

	What I learned from your work	My reflections on your work
GC-2.2b, GC-2.1a	<ul style="list-style-type: none"> • What is similar between _____ and Chinese and how does it help you learn Chinese? 	A compliment ... Some advice for next time ...

Student Response to Peer Assessment

姓名: _____

When I read my peer's comments on my work ...

I realize that I was successful at ...

I have learned that next time I could ...

中国文化! / This Is Culture!

Student's Performance Task Description

Your Chinese class would like to make a display about Chinese culture for the bulletin boards in the school. This display will help visitors understand more about the Chinese culture. Your class has decided to use modern Chinese-language magazines and newspapers to create the display.

Principal Outcomes

GC-1 Historical and contemporary elements of Chinese culture

- GC-1.1 accessing/analyzing cultural knowledge**
 - a. make observations of Chinese culture
 - b. seek out information about Chinese culture from authentic sources

Supporting Outcomes

LC-3 Interpret and produce written and visual texts

- LC-3.3 viewing**
 - a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations

Materials

- Chinese-language magazines and newspapers
- Paper, glue, markers, pencil crayons

Alternative Assessment Task

Using the Internet, find Chinese Web sites that show Chinese culture. Print out these pages and attach a sticky note that explains what aspect of the Chinese culture is demonstrated. Hand in your pages to your teacher.

Teacher's Note

The student instructions within this performance task include directions to conduct research on the Internet. Students will need teacher guidance when performing such research.

中国文化! / This Is Culture!

Performance Task Description

Your Chinese class would like to make a display about Chinese culture for the bulletin boards in the school. This display will help visitors understand more about the Chinese culture. Your class has decided to use modern Chinese-language magazines and newspapers to create the display.

Instructions

1. Consider the question, "什么是文化?" / "What is culture?"
2. Look through a variety of Chinese-language materials, (e.g., magazines, newspapers, menus, Web sites, brochures) and look for three examples of culture.
3. Copy, trace or cut out these examples and glue them to your display paper.
4. Include phrases to go with each picture.

Sample sentence starters

- 这是一个有中国文化代表性的例子因为 ... / This is an example of the Chinese culture because ...
 - 这张照片表示 ... / This picture shows ...
 - 我相信这个代表中国文化因为 ... / I know this is Chinese culture because ...
5. Submit your work.

- | | |
|-------------------------|--|
| Evaluation Tools | <ul style="list-style-type: none"> - Teacher Rating Scale - Self-assessment - Peer Assessment |
|-------------------------|--|

For Teacher Use

中国文化! / This Is Culture! Teacher Rating Scale

日期: _____

Student	GC-1.1a makes observations of the culture		GC-1.1b seeks out information about the culture from authentic sources		LC-3.3a derives meaning from a variety of visuals		Follow-up Needed? Yes/No
	insightfully	basically	effectively	basically	effectively	ineffectively	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
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29.							
30.							

中国文化! / This Is Culture!: Self-assessment

姓名: _____

日期: _____

The picture I included is of ...	GC-1.1a, GC-1.1b I know this is about culture because ...
	⇒
	⇒
	⇒
	⇒
	⇒

On my bulletin board display, I tried to demonstrate ...

Something I could do to improve my display is ...

中国文化! / This Is Culture!: Peer Assessment

Students can choose one of the following criteria to make a positive comment:
(GC-1.1a, LC-3.3a) gave information about why the picture shows culture
(GC-1.1b) used real Chinese sources to find your information

日期: _____

Criteria:

亲爱的 _____!

On your bulletin board display, I noticed that you ... ☺

From _____

日期: _____

Criteria:

亲爱的 _____!

On your bulletin board display, I noticed that you ... ☺

From _____



日期: _____

Criteria:

亲爱的 _____!

On your bulletin board display, I noticed that you ... ☺

From _____

日期: _____

Criteria:

亲爱的 _____!

On your bulletin board display, I noticed that you ... ☺

From _____



玩游戏 的要诀 / Tips for Games

Student's Performance Task Description

Your Chinese class loves to play board games and has asked your teacher if you and your classmates can bring in games from home to play in class. Your teacher has agreed to let you play as long as the games are played in Chinese. To prepare to play board games from home in Chinese class, you will learn several helpful words and phrases.

Principal Outcomes

<i>A-3 To get things done</i>	<input type="checkbox"/> A-3.1 guide actions of others b. make and respond to a variety of simple requests <input type="checkbox"/> A-3.3 manage group actions a. ask for help or clarification of what is being said or done in the group
<i>A-6 For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> A-6.1 humour/fun a. use the language for fun

Supporting Outcomes

<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> LC-2.3 interactive fluency a. engage in simple interactions, using simple sentences
<i>S-2 Language use</i>	<input type="checkbox"/> S-2.1 interactive a. use a variety of simple interactive strategies, with guidance, to enhance language use; e.g., indicate lack of understanding, ask for clarification

Materials

- Useful game-playing words and phrases, posted in the classroom or on handouts
- Board games

Alternative Assessment Task

Your class is hosting a Chinese Games Day for the Grade 4 Chinese class. You will be playing a board game or card game with some Grade 4 students and will teach them some common words and phrases used when playing games.

玩游戏的要诀 / Tips for Games

Performance Task Description

Your Chinese class loves to play board games and has asked your teacher if you and your classmates can bring in games from home to play in class. Your teacher has agreed to let you play as long as the games are played in Chinese. To prepare to play board games from home in Chinese class, you will learn several helpful words and phrases.

Instructions

1. Your class will decide which favourite games will be brought in from home.
2. Discuss what simple words and phrases are needed to play these favourite games.
3. Help to create a list of useful words, phrases and questions in Chinese; e.g.,
 - 轮到我了么? / Is it my turn?
 - 轮到谁了? / Whose turn is it?
 - 我可以拿一张卡片吗? / Can I take a card/chip?
 - 我可以掷色子吗? / Can I roll the dice?
 - 轮到你了。 / It is your turn.
 - 轮到我了。 / It is my turn.
 - 不是, 是轮到 _____。 / No, it is _____'s turn.
 - 请你再说一遍, 可以吗? / Can you repeat that?
 - 请你帮忙, 好吗? / Can you help me?
 - Other phrases needed for a specific game.
4. Play games from home and have fun using the Chinese words, phrases and questions!

- | | |
|-------------------------|--|
| Evaluation Tools | <ul style="list-style-type: none"> - Teacher Checklist - Self-assessment - Peer-assessment Rating Scale |
|-------------------------|--|

玩游戏的要诀 / Tips for Games: Teacher Checklist

日期: _____

The students can ...	A-3.1b make and respond to a variety of simple requests		A-6.1a use the language for fun		LC-2.3a engage in simple interactions	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
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30.						

玩游戏的要诀 / Tips for Games: Self-assessment

姓名: _____

日期: _____

<i>What did I do well...</i>	<i>Looking back...</i>	<i>Looking ahead...</i>
<u>Criteria</u> A-3.3a • when I asked for something; e.g., "Is it my turn?" or "Can I roll the dice?"	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> A-3.3a, • when I asked for S-2.1a, help or asked LC-2.3a someone to repeat something?	I also noticed that I need help with ...	next time, I will ...

玩游戏的要诀 / Tips for Games: Peer-assessment Rating Scale

姓名: _____

日期: _____

我给 _____ 的反馈

	My partner could ...	Yes	Getting There	Not Yet	I know this because ...
A-3.1b, LC-2.3a	<ul style="list-style-type: none"> • ask and respond, using game-playing phrases 				
A-6.1a	<ul style="list-style-type: none"> • use Chinese for fun 				
A-3.3a, LC-2.3a	<ul style="list-style-type: none"> • ask for help when needed 				
Something you did well was ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

迎宾委员会 / Welcoming Committee

Student's Performance Task Description

You have volunteered to be a part of the welcoming committee for a Chinese guest speaker visiting your class. Your job is to greet the guest speaker, introduce yourself and help him or her to feel welcome.

Principal Outcomes

<i>A-1 To receive and impart information</i>	<input type="checkbox"/> A-1.1 share factual information a. ask for and provide information
<i>A-4 To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> A-4.1 manage personal relationships a. initiate relationships

Supporting Outcomes

<i>LC-2 Interpret and produce oral texts</i>	<input type="checkbox"/> LC-2.3 interactive fluency a. engage in simple interactions, using simple sentences
<i>LC-4 Apply knowledge of the sociocultural context</i>	<input type="checkbox"/> LC-4.4 social conventions a. use basic politeness conventions b. use appropriate oral forms of address for people frequently encountered

Materials

- Visual support about greetings, feelings, asking and telling one's age

Alternative Assessment Task

Your Grade 5 Chinese class has invited the Grade 4 Chinese class to watch a Chinese-language movie for children. You are responsible for inviting Grade 4 students and making them feel welcome.

迎宾委员会 / Welcoming Committee

Performance Task Description

You have volunteered to be a part of the welcoming committee for a Chinese guest speaker visiting your class. Your job is to greet the guest speaker, introduce yourself and help him or her to feel welcome.

Instructions

1. Find a partner. One person acts as the greeter from the 迎新會 / welcoming committee and the other as the Chinese guest speaker.
2. Discuss what information might be exchanged between the greeter and the guest speaker.
3. Role-play your dialogue.

Sample role-play

- 你好, _____ 先生/女士。我的名字是 _____。 / Hello Mr. / Mrs. _____.
- 你好。 / Hello.
- 你好吗? / How are you?
- 我, _____ 谢谢。你呢? / I am _____, thank you.
How are you?
- 我 _____, 谢谢。欢迎你。 / I am _____, thank you.
Welcome to the class.
- 谢谢。 / Thank you.

4. Switch roles.

Evaluation Tools

- Observation Checklist
- Self-assessment Rating Scale and Goal Setting
- Self-assessment
- Peer Assessment

迎宾委员会 / Welcoming Committee: Observation Checklist

日期: _____

Criteria: A-1.1a, LC-2.3a The student asks for and provides information, and engages in simple interactions, using simple sentences

Student	Yes	Not Yet	Comments
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

Considerations for future planning

迎宾委员会 / Welcoming Committee: Self-assessment Rating Scale and Goal Setting

姓名: _____

日期: _____

When role-playing, I can ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-1.1a	<ul style="list-style-type: none"> ask the guest speaker for information about himself or herself 				
A-1.1a	<ul style="list-style-type: none"> give information about myself 				
A-4.1a, LC-4.4b	<ul style="list-style-type: none"> greet someone appropriately 				
LC-4.4a, LC-4.4b	<ul style="list-style-type: none"> use polite language when talking to someone my own age 				
LC-2.3a	<ul style="list-style-type: none"> use simple sentences when talking to my partner 				
The next time I role-play in Chinese, I ...					

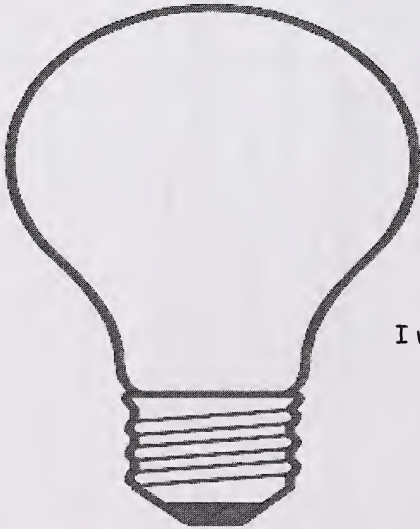
迎宾委员会 / Welcoming Committee: Self-assessment

姓名: _____

日期: _____

Introducing Myself and Exchanging Information

I did these things well ...



I wish I had done this differently ...

迎宾委员会 / Welcoming Committee: Peer Assessment

姓名: _____

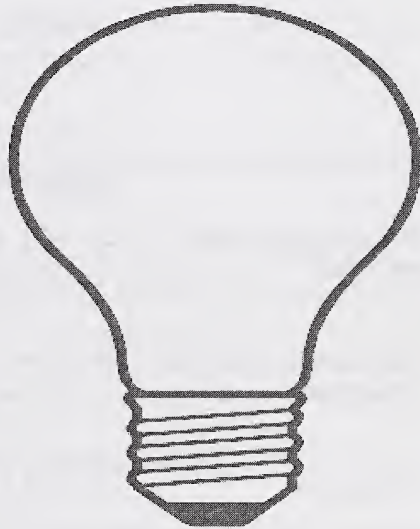
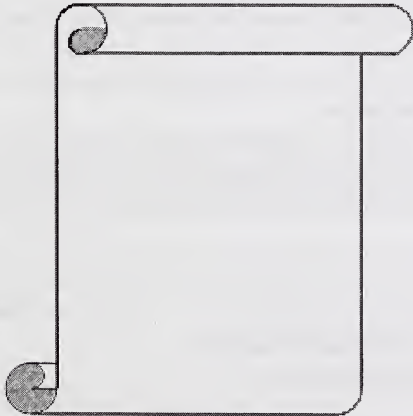
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我给 _____ 的反馈

Introducing Myself and Exchanging Information

Some advice for next time ...

I really liked how you did this ...



来看电视 / What's on TV?

Student's Performance Task Description

Your teacher has allowed your class to choose how you would like to learn more about the Chinese culture. Your class took a vote and decided to watch a Chinese-language TV show for children.

Principal Outcomes

GC-2 Appreciating diversity

- GC-2.3 awareness of own culture**
 - a. recognize similarities between their own culture and other cultures
- GC-2.4 general cultural knowledge**
 - b. recognize that culture is expressed through a variety of forms

Supporting Outcomes

LC-2 Interpret and produce oral texts

- LC-2.1 aural interpretation**
 - a. understand short, simple oral texts in guided situations

LC-4 Apply knowledge of the sociocultural context

- LC-4.3 variations in language**
 - a. acknowledge and accept individual differences in speech

S-2 Language use

- S-2.2 interpretive**
 - a. use a variety of simple interpretive strategies, with guidance, to enhance language use; e.g., listen for key words, infer probable meanings from contextual clues

Materials

- A video recording of a popular Chinese-language TV show for children
- A list of strategies to help students understand the show

Alternative Assessment Task

Watch a Chinese-language TV show for children and write a short article about it for the school newspaper. In your article, state the show's title and write about how Chinese culture is reflected in the show. Write about how the Chinese-language TV show is similar to other TV shows your classmates might have seen.

来看电视 / What's on TV?

Performance Task Description

Your teacher has allowed your class to choose how you would like to learn more about the Chinese culture. Your class took a vote and decided to watch a Chinese-language TV show for children.

Instructions

1. Discuss or think about what strategies might help you understand the TV show. Your teacher might stop the show occasionally to check which strategies are working and suggest others.
2. Watch a Chinese-language TV show for children.
3. As you watch the show, take notes to record what is similar to shows you watch at home; e.g.,
 - How can you tell who are the 好人 / good guys or the 坏人 / bad guys?
 - What things, places, people or ideas are similar to what you have seen in TV shows you watch at home?
 - What do you see in the TV show that seems unique to Chinese culture?
 - What do you see in the TV show that is similar to something you have experienced with other cultures?
 - How do the characters sound different from one another?
4. After watching the TV show for children, discuss what you have seen. Discuss how the TV show reflected both the Chinese culture and your own culture.

- | | |
|-------------------------|---|
| Evaluation Tools | <ul style="list-style-type: none"> - Self-assessment - Self-assessment - Student Reflections |
|-------------------------|---|

来看电视 / What's on TV?: Self-assessment

姓名: _____

日期: _____

Strategies to Use to Understand Chinese in a TV Show

Strategies we thought of in class	S-2.2a How this strategy helped me when watching the TV show for children

The strategy that best helped me understand Chinese in the TV show was ...

Because ...

A strategy I would try to use more in the future is ...

来看电视 / What's on TV?: Self-assessment

姓名: _____

日期: _____

GC-2.3a, GC-2.4b

When I watched the Chinese-language TV show for children, I noticed the following about Chinese culture.

- _____
- _____
- _____
- _____
- _____

LC-4.3a, LC-2.1a

What I noticed about the way characters talked was ...

- _____
- _____
- _____
- _____
- _____
- _____

I really liked ...

- _____
- _____
- _____

来看电视 / What's on TV?: Student Reflections

姓名: _____

日期: _____

Let me tell you about my learning

1. The part of the Chinese-language TV show for children I liked best was ...
2. LC-2.1a I understood what the characters were saying when ...
3. I was confused when ...
4. I was surprised when ...
5. A question I have about the children's TV show is ...
6. Overall, I found the experience of watching a Chinese-language TV show for children to be ...

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